



## Lesson 3: A Long Walk for Water

**CURRICULUM CONNECTIONS:** Grade 9-12 Social Studies and Science

**INSTRUCTIONAL METHODS:**

- Problem Based Learning activity, Group Discussion, Inequality Illustration, Reflection Journal, Graphing activity, Inquiry: How much water do I use every day? Group research activity

**ESTIMATED TIME:** 180 minutes

**KEY QUESTIONS/IDEAS:**

- How do people (often children) get access to water in developing nations?
- How much water do I use every day?
- What is the Global Water Gap and how can I help people in need of water?
- What types of countries have access to lots of water, and what types of countries struggle to access enough water to live on?

### MATERIALS

Activity W3: The Walk for Water

Activity W4: Personal Water Log

Small candies or math manipulatives (such as snap cubes or counting chips)

Activity W5: The Global Water Gap

Graphing paper

Chart paper

Markers

Computers or tablets (for research) or Activity W6: Country Fact Sheets.

---

## Part A: Water usage around the world. (40 minutes)

### 1. INEQUALITY ILLUSTRATION:

Before class starts prepare candy or manipulatives, making sure you have enough for at least 3 times the number of students in your class.

For this exercise, the students in the class will represent the world.

As the teacher reads through these statistics, they hand out candy/manipulatives to the proportionate number of students as there are people in the world. Each student gets a corresponding amount of candy/manipulatives to show how much water people of these countries use every day per person.

- 60% (10 in 17) of the world's population lives in Asia (4.3 billion) and on average Asians use 121L of water per person per day. (Teachers pick about 60% of your class – a little bit over half – and give them each two candies/manipulative.)
- 16.5% (1 in 6) of the world's population lives in Africa (around 1 billion people) and on average African's use 68 L of water per person per day. (Teacher hands out 1 candy/manipulatives to 16.5% of the class).
- 10% (1 in 10) of the world's population lives in Europe (733 million) and on average Europeans use 269L of water per person per day. (Teacher hands out 4 candies/manipulatives to 12% of the class).
- 8.5% (1 in 12) of the world's population lives in South America (422 million) and on average South Americans use 184 L of water per person per day. (Teacher hands out 3 candies/manipulatives to 8.5% of the class)
- 5% (1 in 20) of the world's population lives in North America (579 million) and on average North Americans use 425L of water per person per day. (Teacher hands out 8 candies/manipulatives to 5% of the class)

Sources: [statista.com/statistics/237584/distribution-of-the-world-population-by-continent](https://www.statista.com/statistics/237584/distribution-of-the-world-population-by-continent) and The Human Development Report 2006

### 2. FOLLOWING THIS ACTIVITY, DO A FISHBOWL DISCUSSION.

Allow each of the different groups (from Asia, Africa, Europe, and the Americas together) to have a turn in-side the fishbowl. The remaining members of the class stand or sit outside. Only those sitting inside the fish-bowl may talk. Prompt the students in the fishbowl to discuss how they felt during the exercise, what questions it raised, etc.

### 3. ASSESSMENT FOR LEARNING—REFLECTION:

Have students write a journal-like reflection of how they felt during this exercise. Be sure to ask them to write at the top how many of the candy/manipulatives they received or what continent they were from in the exercise.

### *Note to teachers:*

Note to Teachers: Part of this exercise uses candy (jelly beans are perfect) or math manipulatives (such as snap cubes or counting chips) to illustrate the inequality of water access and usage around the world.

### *Teaching Strategy:*

**Fishbowl** - In a Fishbowl discussion, students seated inside the “fishbowl” actively participate in a discussion by asking questions and sharing their opinions, while students standing in a circle around the outside listen carefully to the ideas presented. Students take turns in these roles, so that they practice being both contributors and listeners in a group discussion.

---

## Part B: Problem Based Learning - The Walk for Water (30 minutes)

### 4. GIVE STUDENTS A COPY OF ACTIVITY W3: CHANNY AND LIDA – THE WALK FOR WATER

Divide class into pairs. Students may work together with a partner to solve this problem. When all students have finished the handout, have a class discussion about the solutions that they found.

### Teacher Notes on Activity W3:

*Channy and Lida need to go to the well 6.35 times per day according to the chart. However, they can likely reduce that number down to just 6 times by reusing water (water from laundry can be used for the garden, etc.)*

*The girls would need to spend 6 hours a day getting water for their families. This likely means that they would not have time to go to school every day.*

*Ways to reduce their time spent getting water: If they had a bicycle they may be able to bike to get water which would decrease the time spent walking, organize with a number of neighbour girls to go together and get a ride with a family member, let's see what students can come up with*

*Samaritan's Purse could train the community on rainwater harvesting, provide the family with some rain water tanks that would work for most of the year or help dig a well that is closer, etc. Long-term effects: Channy and Lida could go to school regularly, be educated, get better jobs, and learn to be better mothers to their children. Channy and Lida would hopefully be spared the long-term bone deformations that come from carrying heavy water every day. The girls would have much more time to help with their family's farm and other livelihoods – therefore increasing the family's ability to care for their needs.*

*The arguments for helping people have access to clean and safe water and sanitation are: To reduce in-come poverty, to reduce child mortality, to break lifecycle disadvantages, to decrease wider health costs, to improve girls' education and to free girls' and women's time.*

*In this case, Channy and Lida have access to as much water as they want to use – but because of the effort and time it takes to go and get it, as well as how long it takes to filter the water once it is back home, they will use a relatively small amount of water per person per day compared to those of us with clean water coming out of our taps in Canada.*

## Part C: Water Usage in Canada–Inquiry–How much do you use every day? (30 minutes)

### 5. THIS ACTIVITY CAN BE DONE FOR HOMEWORK OR IN CLASS IF TIME PERMITS.

Students complete Activity W4: My Water Log , exploring the amount of water they use every day in Canada, and answer inquiry questions. Handout, have a class discussion about the solutions that they found.

---

## Part D: Analyzing the Water Usage of various countries around the world (75 minutes)

### 6. GIVE STUDENTS ACTIVITY W5: THE GLOBAL WATER GAP

Hand out Graphing paper. Students draw a bar graph depicting the differences in water usage around the world.

### 7. DISCUSSION QUESTIONS:

- What countries use the most water?
- What countries use the least water?
- Were you surprised by any of the numbers?

### 8. RESEARCH IN GROUPS:

Divide students into groups of 4 or 5 students and give each group a piece of chart paper and a marker. Have the groups analyze the graphs, assigning half of the class to research the highest usage countries, and the other half of the class research the lowest usage countries answering the following question:

What are the similarities between the 5 countries who use the most water per person per day OR the 5 countries who use the least amount of water per day?

Countries who use the most water – are wealthy, have infrastructure, almost all houses have running water, land has access to fresh water (lakes, rivers, ponds), good stewardship of environment (laws that protect waterways), good health care systems, social security

Countries who use the least water – are poor, still developing, political unrest (unstable government), arid land (desert, drought prone), less access to clean rivers or lakes, few laws that govern environmental protection, little infrastructure, limited running water, poor social systems.

### *Note to teachers:*

To enable students to understand this more fully, allow students to conduct research on the Internet on laptops or tablets in the classroom (or in books at the library). Encourage groups to get a basic understanding of where the countries are located in the world, their GDP, their human development statistics, history and geographical land type (a good place to start is [www.canadiangeographic.ca/worldmap](http://www.canadiangeographic.ca/worldmap) and The World Factbook at [www.cia.gov/cia/publications/factbook](http://www.cia.gov/cia/publications/factbook)). Then the groups should report back to the whole class with conclusions. Alternatively, if your class does not have enough laptops or tablets for each of the groups, fact sheets about the 5 highest usage countries and 5 lowest usage countries are available.

## Part E: Assessment for Learning: (15 minutes)

### 9. HOMEWORK OR IN-CLASS WRITING ASSIGNMENT:

Canadians use much more water than we need, and much more than is fair (compare your Personal Water Log with the amount of water most people in developing countries use every day). Agree or Disagree? What are some ways that you could encourage your family, your school, your community to conserve more water?

(Could do posters to hang at school or plan a water awareness week at your school. Additionally, Samaritan's Purse can help you with a campaign if your class would like to fundraise as a part of your activities)

# MINISTRY MOMENT:

Most of you know the world of the Bible is much different from our world. The people of that time, at least 2,000 years ago, thought differently and lived differently from us.

That difference extends to water, too. Back then, people often didn't use water the way we do. They didn't have water slides or water-spraying pistols. They didn't put ice cubes in their drinks, and most seldom had a chance to take a bath.

In Bible days, people didn't have running water in their homes. And that means most didn't have taps or toilets or bathtubs or swimming pools. There was no bottled water available at the store and no drinking fountains at their schools. The people in the Bible didn't water their lawns or have dishwashers.

Water was often hard to find, and the dry, desert lands of the Bible, such as in Israel and Egypt, were often in the grip of drought. So that meant when they could find water, people used it just for the most important things, such as drinking or bathing or watering little gardens, or making sure their farm animals had enough to drink.

Yes, we have droughts in Canada today. However, our droughts are much different than those of Biblical times. Sometimes, when it doesn't rain for a long time, our governments tell us not to water our lawns or wash our cars. Still, we always have enough water to drink or take a bath. That often wasn't the case for people in the Bible.

Our farmers sometimes don't have enough water for their crops. But in some parts of Canada, water is moved from rivers to dry areas through canals, and farmers can pump that water into their fields using huge sprinklers with wheels. None of that was available to people in the Bible.

## CLASS DISCUSSION QUESTIONS:

1. Do we believe there will always be plenty of water for us to drink and bathe and swim in? Why?
2. When it comes to water, are there people in the world who still live like the people in Bible Days?

## WAYS TO RESPOND

1. Ask children to pray that they and their friends will become aware of how many people are still living like people did in Bible days.
2. Challenge the children to think about ways they can help meet the needs of people around the world who do not have safe drinking water.
3. Encourage children to talk to their parents or friends about how other kids must drink dirty, contaminated water.

### *A Step Further:*

Help provide a family in the developing world get safe drinking water as a class, group, or individual. We have ideas for fundraising – from small stewardship activities to large fundraising campaigns – available online at [www.SamaritansPurse.ca](http://www.SamaritansPurse.ca) in the creative fundraising section.

## Activity W3 – The Walk for Water

Channy and Lida (pronounced Lee-daw) live in a rural village in Cambodia. They live with their mother, father, grandmother, aunt, two older brothers, a cousin and a baby sister. Their house, like most in the rural areas, has no running water so they have to take containers and fill them at the village well to have water for their family. Their family has a BioSand Filter that Samaritans Purse installed a few years ago – which makes them healthier, but doesn't change the need to walk for water.

They must walk about 2.5 km (25 minutes) to get their water. It usually takes about 10 minutes to fill the buckets, and then they walk 2.5 km back. This must be done early in the morning so that the water can be used for all of the household needs.

The buckets that they use hold 20 L of water each.

### Did you know?

- The average distance that women in Africa and Asia walk to collect water is 6 kilometers.
- For the 884 million people or so people in the world who live more than 1 km from a water source, water use is often less than 5 liters/person/day of unsafe water.
- Girls under the age of 15 are twice as likely as boys to be the family member responsible for fetching water.
- The physical and time burden of water hauling was found to fall primarily on women and girls who make up 72% of those tasked with fetching water.
- Women and girls are responsible for water collection in seven out of ten households in 45 developing countries.
- The average container for water collection in Africa, the jerry can (that holds 20L of water), weighs over 40 lbs when full.
- The United Nations estimates that Sub-Saharan Africa alone loses 40 billion hours per year collecting water, the same as an entire year's labor in France.

Sources: Human Development Report 2006. Beyond scarcity: Power, poverty and the global water crisis. UNDP, 2006 (The Right to Water, Fact Sheet No. 35. United Nations, OHCHR, UN-HABITAT, WHO, 2010

## Activity W3 – The Walk for Water

Part A: How much water does Channy and Lida’s family need every day?

Task	Water Used/ Person (cups)	# of times per day	Total Amount for 10 people	Total Water Used (L) 1 cup = 0.25L 1 L = 4 cups
Drinking Water	8 cups/person	1		
Cooking Meals	2 cups/person	3		
Washing hands	2 cups/person	5		
Bathing	40 cups/person	1		
Washing Dishes	6 cups/person	3		
Laundry	80 cups/load	1		
Watering Garden	80 cups	1		
Watering Animals 1 goat 6 chickens 1 cow	12 cups/goat 2 cups/3 chickens 20 cups/cow	1		
Other				
<b>TOTAL AMOUNT OF WATER NEEDED FOR 1 DAY:</b>				





## Activity W4 – My Personal Water Log

Activity	Given average water use (L)	Average # of times activity is done/day	Total daily water use
Drinking/Cooking per day	26L		
Taking a shower (10 minutes)	75L		
Taking a bath	150L		
Brushing Teeth	7.5L / min		
Flushing the toilet	11L / flush		
Washing dishes	10L		
Running a dishwasher	37L		
Doing a load of laundry	111L		
Watering lawn	530L / hour		
Washing car (with bucket)	11L		
<b>TOTAL DAILY WATER USE</b>			

## Activity W4 – My Personal Water Log

After filling out the above chart, answer the following questions:

1. How does your water usage in Canada compare to Lida and Channy's family in Cambodia?

---

---

---

---

2. Why do Canadians use so much more water than people in developing countries like Cambodia?

---

---

---

---

3. What are 5 ways you can use less water yourself, or encourage others in Canada to use less water?

---

---

---

---

## Activity W5: Average Water Use Per Person, Per Day (1998-2002)

(Source: [UNDP Report 2006: Beyond Scarcity: Power, Poverty and the Global Water Crisis](#))

	Country	Average Water Use Per Person, Per Day (L)
NORTH AMERICA	United States	575
	Canada	345
	Mexico	365
SOUTH AND LATIN AMERICA	Brazil	187
	Peru	174
	Haiti	15
EUROPE	Italy	387
	Spain	340
	Norway	302
	France	288
	Austria	250
	Denmark	210
	Germany	193
	United Kingdom	149
ASIA	Japan	375
	Philippines	167
	India	135
	China	87
	Bangladesh	48
	Cambodia	15
AFRICA	Kenya	48
	Ghana	35
	Nigeria	35
	Burkina Faso	27
	Niger	27
	Angola	15
	Ethiopia	15
	Rwanda	15
	Uganda	15
	Mozambique	5
	Oceania	Australia

## Activity W6: Country Info Sheets (Optional Use)

### United States of America

Britain's American colonies broke with the mother country in 1776 and were recognized as the new nation of the United States of America following the Treaty of Paris in 1783. During the 19th and 20th centuries, 37 new states were added to the original 13 as the nation expanded across the North American continent and acquired a number of overseas possessions. The two most traumatic experiences in the nation's history were the Civil War (1861-65), in which a northern Union of states defeated a secessionist Confederacy of 11 southern slave states, and the Great Depression of the 1930s, an economic downturn during which about a quarter of the labor force lost its jobs. Buoyed by victories in World Wars I and II and the end of the Cold War in 1991, the US remains the world's most powerful nation state. Since the end of World War II, the economy has achieved relatively steady growth, low unemployment and inflation, and rapid advances in technology.

#### [Source Link](#)



### FACTS

- Health (Life expectancy at birth): 79.2 years
- Education (years of schooling): 16.5 years
- Income (Income per capita): \$53,245
- Work, Employment and vulnerability (Employment to Population ratio): 58.8%
- Mobility and Communication (Internet Users) 74.6%
- Demography (Population): 321.8 million

*Source: Human Development Index 2016*

## Activity W6: Country Info Sheets (Optional Use)

### Japan

In 1603, after decades of civil warfare, the Tokugawa shogunate (a military-led, dynastic government) ushered in a long period of relative political stability and isolation from foreign influence. For more than two centuries this policy enabled Japan to enjoy a flowering of its indigenous culture. Japan opened its ports after signing the Treaty of Kanagawa with the US in 1854 and began to intensively modernize and industrialize. During the late 19th and early 20th centuries, Japan became a regional power that was able to defeat the forces of both China and Russia. It occupied Korea, Formosa (Taiwan), and southern Sakhalin Island. In 1931-32 Japan occupied Manchuria, and in 1937 it launched a full-scale invasion of China. Japan attacked US forces in 1941 - triggering America's entry into World War II - and soon occupied much of East and Southeast Asia. After its defeat in World War II, Japan recovered to become an economic power and an ally of the US. While the emperor retains his throne as a symbol of national unity, elected politicians hold actual decision-making power. Following three decades of unprecedented growth, Japan's economy experienced a major slowdown starting in the 1990s, but the country remains an economic power. In March 2011, Japan's strongest-ever earthquake, and an accompanying tsunami, devastated the northeast part of Honshu island, killed thousands, and damaged several nuclear power plants. The catastrophe hobbled the country's economy and its energy infrastructure, and tested its ability to deal with humanitarian disasters. Prime Minister Shinzo ABE was reelected to

office in December 2012, and has since embarked on ambitious economic and security reforms to improve Japan's economy and bolster the country's international standing.

#### [Source Link](#)



### FACTS

- **Health (Life expectancy at birth): 83.7 years**
- **Education (years of schooling): 15.3 years**
- **Income (GDP per capita): \$37,268**
- **Work, Employment and vulnerability (Employment to Population ratio): 57.3%**
- **Mobility and Communication (Internet Users) 93.3%**
- **Demography (Population): 126.6 million**

Source: Human Development Index 2016

## Activity W6: Country Info Sheets (Optional Use)

### Italy

Italy became a nation-state in 1861 when the regional states of the peninsula, along with Sardinia and Sicily, were united under King Victor EMMANUEL II. An era of parliamentary government came to a close in the early 1920s when Benito MUSSOLINI established a Fascist dictatorship. His alliance with Nazi Germany led to Italy's defeat in World War II. A democratic republic replaced the monarchy in 1946 and economic revival followed. Italy is a charter member of NATO and the European Economic Community (EEC) and its sub-sequent successors the EC and the EU. It has been at the forefront of European economic and political unification, joining the Economic and Monetary Union in 1999. Persistent problems include sluggish economic growth, high youth and female unemployment, organized crime, corruption, and economic disparities between southern Italy and the more prosperous north.

[Source Link](#)



### FACTS

- **Health (Life expectancy at birth): 83.3 years**
- **Education (years of schooling): 16.3 years**
- **Income (GDP per capita): \$33,573**
- **Work, Employment and vulnerability (Employment to Population ratio): 42.5%**
- **Mobility and Communication (Internet Users) 65.6%**
- **Demography (Population): 59.8 million**

*Source: Human Development Index 2016*

## Activity W6: Country Info Sheets (Optional Use)

### Mexico

The site of several advanced Amerindian civilizations - including the Olmec, Toltec, Teotihuacan, Zapotec, Maya, and Aztec - Mexico was conquered and colonized by Spain in the early 16th century. Administered as the Viceroyalty of New Spain for three centuries, it achieved independence early in the 19th century. Elections held in 2000 marked the first time since the 1910 Mexican Revolution that an opposition candidate - Vicente FOX of the National Action Party (PAN) - defeated the party in government, the Institutional Revolutionary Party (PRI). He was succeeded in 2006 by another PAN candidate Felipe CALDERON, but Enrique PENA NIETO regained the presidency for the PRI in 2012. The global financial crisis in late 2008 caused a massive economic downturn in Mexico the following year, although growth returned quickly in 2010. Ongoing economic and social concerns include low real wages, high underemployment, inequitable income distribution, and few advancement opportunities for the largely indigenous population in the impoverished southern states. Since 2007, Mexico's powerful drug-trafficking organizations have engaged in bloody feuding, resulting in tens of thousands of drug-related homicides.

#### [Source Link](#)



### FACTS

- Health (Life expectancy at birth): 77 years
- Education (years of schooling): 13.3 years
- Income (GDP per capita): \$16,383
- Work, Employment and vulnerability (Employment to Population ratio): 59.5%
- Mobility and Communication (Internet Users) 57.4%
- Demography (Population): 127 million

Source: Human Development Index 2016

## Activity W6: Country Info Sheets (Optional Use)

### Australia

Prehistoric settlers arrived on the continent from Southeast Asia at least 40,000 years before the first Europeans began exploration in the 17th century. No formal territorial claims were made until 1770, when Capt. James COOK took possession of the east coast in the name of Great Britain (all of Australia was claimed as British territory in 1829 with the creation of the colony of Western Australia). Six colonies were created in the late 18th and 19th centuries; they federated and became the Commonwealth of Australia in 1901. The new country took advantage of its natural resources to rapidly develop agricultural and manufacturing industries and to make a major contribution to the Allied effort in World Wars I and II.

In recent decades, Australia has become an internationally competitive, advanced market economy due in large part to economic reforms adopted in the 1980s and its location in one of the fastest growing regions of the world economy. Long-term concerns include an aging population, pressure on infrastructure, and environmental issues such as floods, droughts, and bushfires. Australia is the driest inhabited continent on earth, making it particularly vulnerable to the challenges of climate change. Australia is home to 10 per cent of the world's biodiversity, and a great number of its flora and fauna exist nowhere else in the world.

#### [Source Link](#)



### FACTS

- **Health (Life expectancy at birth): 82.5 years**
- **Education (years of schooling): 20.4 years**
- **Income (GDP per capita): \$42,822**
- **Work, Employment and vulnerability (Employment to Population ratio): 60.7%**
- **Mobility and Communication (Internet Users) 84.6%**
- **Demography (Population): 24 million**

*Source: Human Development Index 2016*



## Activity W6: Country Info Sheets (Optional Use)

### Canada

A land of vast distances and rich natural resources, Canada became a self-governing dominion in 1867, while retaining ties to the British crown. Canada repatriated its constitution from the UK in 1982, severing a final colonial tie. Economically and technologically, the nation has developed in parallel with the US, its neighbor to the south across the world's longest international border. Canada faces the political challenges of meeting public demands for quality improvements in health care, education, social services, and economic competitiveness, as well as responding to the particular concerns of predominantly francophone Quebec. Canada also aims to develop its diverse energy resources while maintaining its commitment to the environment.

#### [Source Link](#)



### FACTS

- **Health (Life expectancy at birth): 82.2 years**
- **Education (years of schooling): 16.3 years**
- **Income (GDP per capita): \$42,582**
- **Work, Employment and vulnerability (Employment to Population ratio): 61.0%**
- **Mobility and Communication (Internet Users) 88.5%**
- **Demography (Population): 35.9 million**

*Source: Human Development Index 2016*

## Activity W6: Country Info Sheets (Optional Use)

### Mozambique

Mozambique is a poor, sparsely populated country with high fertility and mortality rates and a rapidly growing youthful population – 45% of the population is younger than 15. Mozambique's high poverty rate is sustained by natural disasters, disease, high population growth, low agricultural productivity, and the unequal distribution of wealth. The country's birth rate is among the world's highest, averaging around more than 5 children per woman (and higher in rural areas) for at least the last three decades. The sustained high level of fertility reflects gender inequality, low contraceptive use, early marriages and childbearing, and a lack of education, particularly among women. The high population growth rate is somewhat restrained by the country's high HIV/AIDS and overall mortality rates. Mozambique ranks among the worst in the world for HIV/AIDS prevalence, HIV/AIDS deaths, and life expectancy at birth.

Mozambique is predominantly a country of emigration, but internal, rural-urban migration has begun to grow. Mozambicans, primarily from the country's southern region, have been migrating to South Africa for work for more than a century. Additionally, approximately 1.7 million Mozambicans fled to Malawi, South Africa, and other neighboring countries between 1979 and 1992 to escape from civil war. Labor migrants have usually been men from rural areas whose crops have failed or who are unemployed and have headed to South Africa to work as miners; multiple generations of the same family often become miners. Since the abolition of apartheid in South Africa in 1991, other job

opportunities have opened to Mozambicans, including in the informal and manufacturing sectors, but mining remains their main source of employment.

#### [Source Link](#)



### FACTS

- **Health (Life expectancy at birth): 55.5 years**
- **Education (years of schooling): 9.1 years**
- **Income (GDP per capita): \$1,098**
- **Work, Employment and vulnerability (Employment to Population ratio): 61.5%**
- **Mobility and Communication (Internet Users) 9.0%**
- **Demography (Population): 28 million**

Source: Human Development Index 2016

## Activity W6: Country Info Sheets (Optional Use)

### Cambodia

Most Cambodians consider themselves to be Khmers, descendants of the Angkor Empire that extended over much of Southeast Asia and reached its zenith between the 10th and 13th centuries. Attacks by the Thai and Cham (from present-day Vietnam) weakened the empire, ushering in a long period of decline. The king placed the country under French protection in 1863, and it became part of French Indochina in 1887. Following Japanese occupation in World War II, Cambodia gained full independence from France in 1953. In April 1975, after a seven-year struggle, communist Khmer Rouge forces captured Phnom Penh and evacuated all cities and towns. At least 1.5 million Cambodians died from execution, forced hardships, or starvation during the Khmer Rouge regime under POL POT. A December 1978 Vietnamese invasion drove the Khmer Rouge into the countryside, began a 10-year Vietnamese occupation, and touched off almost 13 years of civil war.

The 1991 Paris Peace Accords mandated democratic elections and a cease-fire, which was not fully respected by the Khmer Rouge. UN-sponsored elections in 1993 helped restore some semblance of normalcy under a coalition government. Factional fighting in 1997 ended the first coalition government, but a second round of national elections in 1998 led to the formation of another coalition government and renewed political stability. The remaining elements of the Khmer Rouge surrendered in early 1999. Some of the surviving Khmer Rouge leaders have been tried or are awaiting trial for crimes against humanity by a hybrid UN-Cambodian tribunal supported by

international assistance. Elections in July 2003 were relatively peaceful, but it took one year of negotiations between contending political parties before a coalition government was formed. In October 2004, King Norodom SIHANOUK abdicated the throne and his son, Prince Norodom SIHAMONI, was selected to succeed him. The most recent local (Commune Council) elections were held in Cambodia in 2012, with little of the pre-election violence that preceded prior elections. National elections in July 2013 were disputed, with the opposition - the Cambodian National Rescue Party (CNRP) - boycotting the National Assembly. The political impasse was ended nearly a year later, with the CNRP agreeing to enter parliament in exchange for ruling party commitments to electoral and legislative reforms.

#### [Source Link](#)



### FACTS

- **Health (Life expectancy at birth): 68.8 years**
- **Education (years of schooling): 10.9 years**
- **Income (GDP per capita): \$3,095**
- **Work, Employment and vulnerability (Employment to Population ratio): 80.5%**
- **Mobility and Communication (Internet Users) 19%**
- **Demography (Population): 15.6 million**

Source: Human Development Index 2016

## Activity W6: Country Info Sheets (Optional Use)

### Ethiopia

Unique among African countries, the ancient Ethiopian monarchy maintained its freedom from colonial rule with the exception of a short-lived Italian occupation from 1936-41. In 1974, a military junta, the Derg, deposed Emperor Haile SELASSIE (who had ruled since 1930) and established a socialist state. Torn by bloody coups, uprisings, wide-scale drought, and massive refugee problems, the regime was finally toppled in 1991 by a coalition of rebel forces, the Ethiopian People's Revolutionary Democratic Front. A constitution was adopted in 1994, and Ethiopia's first multiparty elections were held in 1995. A border war with Eritrea in the late 1990s ended with a peace treaty in December 2000. In November 2007, the Eritrea-Ethiopia Border Commission (EEBC) issued specific coordinates as virtually demarcating the border and pronounced its work finished. Alleging that the EEBC acted beyond its mandate in issuing the coordinates, Ethiopia has not accepted them and has not withdrawn troops from previously contested areas pronounced by the EEBC as belonging to Eritrea. In August 2012, longtime leader Prime Minister MELES Zenawi died in office and was replaced by his Deputy Prime Minister HAILEMARIAM Desalegn, marking the first peaceful transition of power in decades.

#### [Source Link](#)



### FACTS

- **Health (Life expectancy at birth): 64.6 years**
- **Education (years of schooling): 8.4 years**
- **Income (GDP per capita): \$1,523**
- **Work, Employment and vulnerability (Employment to Population ratio): 78.4%**
- **Mobility and Communication (Internet Users) 11.6%**
- **Demography (Population): 99.4 million**

*Source: Human Development Index 2016*

## Activity W6: Country Info Sheets (Optional Use)

### Haiti

The native Taino - who inhabited the island of Hispaniola when it was discovered by Christopher COLUMBUS in 1492 - were virtually annihilated by Spanish settlers within 25 years. In the early 17th century, the French established a presence on Hispaniola. In 1697, Spain ceded to the French the western third of the island, which later became Haiti. The French colony, based on forestry and sugar-related industries, became one of the wealthiest in the Caribbean but only through the heavy importation of African slaves and considerable environmental degradation. In the late 18th century, Haiti's nearly half million slaves revolted under Toussaint L'OUVERTURE. After a prolonged struggle, Haiti became the first post-colonial black-led nation in the world, declaring its independence in 1804. Currently the poorest country in the Western Hemisphere, Haiti has experienced political instability for most of its history. A massive magnitude 7.0 earth-quake struck Haiti in January 2010 with an epicenter about 25 km (15 mi) west of the capital, Port-au-Prince. Estimates are that over 300,000 people were killed and some 1.5 million left homeless. The earth-quake was assessed as the worst in this region over the last 200 years. President Michel MARTELLY re-signed in

February 2016 and was replaced by Interim President Jocelerme PRIVERT. President-elect Jovenel MOISE won the November 2016 elections and assumed office in February 2017.

#### [Source Link](#)



### FACTS

- **Health (Life expectancy at birth): 55.5 years**
- **Education (years of schooling): 9.1 years**
- **Income (GDP per capita): \$1,098**
- **Work, Employment and vulnerability (Employment to Population ratio): 61.5%**
- **Mobility and Communication (Internet Users) 9.0%**
- **Demography (Population): 28 million**

Source: Human Development Index 2016

## Activity W6: Country Info Sheets (Optional Use)

### Uganda

The colonial boundaries created by Britain to delimit Uganda grouped together a wide range of ethnic groups with different political systems and cultures. These differences complicated the establishment of a working political community after independence was achieved in 1962. The dictatorial regime of Idi AMIN (1971-79) was responsible for the deaths of some 300,000 opponents; guerrilla war and human rights abuses under Milton OBOTE (1980-85) claimed at least another 100,000 lives. The rule of Yoweri MUSEVENI since 1986 has brought relative stability and economic growth to Uganda. A constitutional referendum in 2005 canceled a 19-year ban on multi-party politics and lifted presidential term limits.

[Source Link](#)



### FACTS

- **Health (Life expectancy at birth): 59.2 years**
- **Education (years of schooling): 10 years**
- **Income (GDP per capita): \$1670**
- **Work, Employment and vulnerability (Employment to Population ratio): 81.9%**
- **Mobility and Communication (Internet Users) 19.2%**
- **Demography (Population): 39 million**

*Source: Human Development Index 2016*